

**Lamar University – M.Ed. in Educational Technology Leadership**

## Course-based Embedded Hours Internship Log

***Directions:*** In submitting your Course-based Embedded Assignment Log for each Assignment in Appendix H of the Internship Handbook, you are required to reflect on the assignments by completing a reflection in your course wiki/e-portfolio that should contain a minimum of 300 words. These logs will be used to assist you in completing your EDLD 5370 Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

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| Course Number: | Course Name: | Course-based Embedded Hours(see Appendix H |
| **EDLD 5345** | **Human Resource Management** | **20 Hours** |

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| Description of theAssignment/Performance TasksTF-VITF-VII | * Students review Chapter 247 of the Texas Administrative Code, "Educators' Code of Ethics," conduct observations and/or interviews in your school, and use the results of those observations interviews to complete the "Code of Ethics Mind walk." * Students conduct an interview with an administrator at their school regarding strategies for recruiting and retaining high-quality teachers and administrators. * Students access the policies and procedures in place in their district related to teacher mentoring programs by accessing the district's webpage or contacting district Human Resources Office and reflect on the policies in place for mentoring induction. * Students complete the Cultural Proficiency Receptivity Scale, use the Cultural Proficiency Professional Development Rubric to assess the level of professional development at their campus or workplace, and identify and describe where and how their campus has responded to each of the elements of Cultural Proficiency. |
| **Self –Assessment** 1. **Critically reflect** (see note above; not just recitation of facts) upon the knowledge you gained from the assignment.  **(3 Points)**  2. **Critically reflect** upon the relationship between any new information you gained from the assignment with old information you previously held to be true.  **(2 Points)**  3. How did the relationship between the old and new information you learned affect your personal experience with the assignment?  **(2 Points)  Learn as a Learner**  1. **Critically reflect** (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. **(3 Points)**  2. **Critically reflect** upon how you learn as a learner and how you assess your own performance in completing the assignment(s). **(2 Points)**  3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? **(2 Points)**  **Lifelong Learning Skills** 1. **Critically reflect** (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. **(3 Points)**  2. How will your past interactions and collaborations with colleagues impact your future learning experiences? **(2 Points)**  3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? **(2 Points)  Additional Criteria** 1. Content posted to e-Portfolio wiki/blog/Google site **(1 Point)**  2. Mechanics **(1 Point)**  3. APA Format **(1 Point)**  4.Minimum of 3 References **(1 Point)**  **(max. 25 pts.)** | Human Resource Management is a critical skill for a campus leader. Upon completing of this course I realized that this course, more than any other provided me with a clear overview of the role and responsibilities of a campus leader who is tasked with dealing with the human resources needed to make student learning a success. Each week we investigated different aspects of human resource management to include: principal standards, conflict resolution techniques, campus improvement plans, policies and procedures for conflict resolution, ethical standards, school culture, professional communication, and campus planning of disasters.  Each week I felt I gained a better understanding of how I would react and handle personnel situations. One area I felt I need to gain a better understanding of is in the area of conflict resolution. Conflicts can arise on a daily basis with anybody on the campus. The campus leader has to be prepared to handle conflicts quickly keeping ethical and fair consequences in mind.  Another important learning opportunity came with the exploration of staff evaluations. In week 4 I read the article, “Which Comes First, the Job Description or the Evaluation?” (Patterson,2008). I was very interested in how this article presented the need to make the job description and subsequently the evaluation relate to each other. I have completed the Texas Instructional Leadership Development course, (ILD). Week 4 of the course and the ILD have provided me the foundation in what it would mean to be a campus leader and evaluator.  During this course I was required to seek out the opinions and reflections of current campus leaders. I took this opportunity to improve my personal communication skills as I explored an investigated the various aspects campus leadership. I received excellent support for my investigations and feel that the information and insight I received but individuals who are currently campus leaders led me to a better understanding of my own personal goals and expectations of myself as I seek out a position as a campus leader.  One area that I want to continue to learn more about and develop better understanding of techniques is conflict resolution. Resolving conflicts, especially between staff members can be a challenge and must be handled with respect and fairness in order to maintain collegiality and maintain effective communication with staff members. In Week 2 I read the article “Developing Building Principals of the Future” (Mcmahan, 2003). The article presented an interesting concept on developing new principals. The concept places individuals interested in the campus leadership in a yearlong academy with other prospective principals. They work with mentors to continually advance their experience in leadership. I think this would be one way I could increase my knowledge and understanding of human resource management.  Another article we read, “Hand in Hand: An Examination of Mentor Relationships”(McGuire & Simpson, 2006) , provided some thoughtful insight into the use of mentors. This is a topic I am very interested in. I have been fortunate to have very helpful mentors during my internship. They have modeled the effectiveness of good mentors. I have also discovered an area that I am interested in developing more for my home campus. Although we do have mentors assigned, there is no formal program and I would like to develop one.  As a final reflection of this course, I want to note that this course should be a pre-requisite at the beginning of the program. It lays a foundation for individuals seeking roles as campus leaders. Learning to be a effective school leader should be an on-going process of learning and reflection. I look forward to the opportunity to accomplish my goal of being a campus leader.  McGuire, M. A. and Simpson, C. (2006). Hand in hand: an examination of mentor relationships. *American Association of School Personnel Administrators: AASPA Best Practices in School Personnel*, May/June/July 2006, 16-17.  Mcmahan, M. (2003). Developing building principals of the future. *American Association of School Personnel Administrators: AASPA Best Practices in School Personnel*, May/June/July 2003, 19-21.  Patterson,J. (2008). Which comes first, the job description or the evaluation. *American Association of School Personnel Administrators: AASPA Best Practices in School Personnel*, May/June/July 2008, 16-17. |